

Parent Input Questions

Question No	Probe No.	Revised Questions	Compliance Items	Notes
1	a	What special education services does your child receive?		
1	b	What kind of classes is she or he in?		
1	c	What services does he receive?		
1	d	How often?		
2	a	Does your child's school year start smoothly?		
2	b	How does summer school go?	3-2-11.1: IEP includes extended school year when appropriate. 4-1-12.4: Student placement and services in accordance with IEP including ESY.	
3	a	What is your experience with IEP/IFSP meetings		
3	b	How often do you have an IEP/IFSP meeting?	3-3-6: Annual review of IEP 4-1-2: IEP reviewed annually 8-4-7.1: IFSP includes parent of the infant/toddler 8-4-4: IFSP reviewed annually	
3	c	Who typically attends your IEP/IFSP meeting?	3-4-1: IEP team participants 8-4-7: IFSP participants	
3	d	Is a general education teacher part of your team?	3-4-1.2.1: General education teacher	
3	e	Is your child re-evaluated every three years?	2-4-1: Triennial review of IEP	
4	a	What has your role been with developing the IEP/IFSP?		
4	b	How did you assist in developing your child's educational plan?		
4	c	Was the information you provided about your child included when planning goals?	2-1-1.5: Include assessment information provided by parents 2-1-1.8: Review of existing information, including that provided by parents	
4	d	Were your concerns about your child addressed?	3-3-10.2: IEP team considers parent concerns	
4	e	Was an interpreter provided, if you needed one?	3-3-3: LEA ensures parent understands proceedings of IEP, including provision of interpreter.)	
4	f	Were notices and documents provided in your native language?	2-1-1: Assessment plan in native language 6-1-2.9.2.1: Prior Notice in native language 6-19-1: Confidentiality notice under FERPA in native language	

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4	g	Do you feel you were an equal partner at the meeting?	<p>2-3-2: Parents provided with copies of assessment reports</p> <p>3-3-3: LEA ensures parent understanding of IEP proceedings</p> <p>3-3-4: Parents notified early enough to plan attendance at IEP meeting</p> <p>3-3-5.1 Parents notified of who will attend IEP meeting</p> <p>3-3-11 Parents provided with copy of IEP document</p> <p>3-3-6.2.3 IEP revised with information about child provided by parents</p> <p>3-4-1.1: IEP team includes parent of child</p> <p>4-2-1.1: Parents included in planning staff development</p> <p>5-1-5: Placement decisions made by team that includes parents</p> <p>6-3-1: Explanation of procedural safeguards 6-3-1.3 Parents' right to participate in development of IEP and be informed of availability of FAPE including all program options and all available alternative programs, both public and nonpublic.</p> <p>6-5-2.1: Parent fully informed of all information related to consent</p>	
4	h	If you ask for a new IEP/IFSP meeting or for new services for your child, what happens?		
5	a	Do you feel that the IEP/IFSP team sees your child in the same way that you do?		
5	b	Do you believe the Present Levels of Performance that were written in the IEP reflect how your child is doing in school?	<p>3-2-1: IEP contains statement of present levels of performance including how disability affects child's involvement in general curriculum.</p> <p>8-2-1.4: Assessment for infant/toddler includes information from parent observation and report</p>	
5	c	Are your child's strengths included in the document?	3-3-10.1: Does the IEP team consider strengths of the child?	
6	a	How were you involved with writing the goals or outcomes that are listed on the IEP/IFSP?		

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6	b	Do the goals fit with the "present levels"?	3-2-3: IEP includes direct relationship between the present levels of performance, evaluations, services, and goals/benchmarks. 8-4-3.1: IFSP includes progress towards achieving outcomes.	
6	c	Have you ever added goals to the IEP?		
7	a	What helps your child to be successful at school?	3-2-3: Direct relationship between present levels, evaluations, services, and goals 3-2-13: Coordination between all education providers 3-2-5.4: Each teacher and provider informed of specific responsibilities 3-4-2.1.2: IEP team includes supplementary aids and services? 3-4-1.2.1.3: IEP team includes program modifications 3-4-1.2.1.4: Support for school personnel 4-2-1.1: Opportunities for all school personnel, paraprofessionals, and volunteers to participate in ongoing staff development. Efforts to include parents.	
7	b	Are these written in your IEP?	3-2-4: IEP includes statement of special education and related services and supplementary aids and services provided on behalf of the child.	
7	c	Is there anything else that would be helpful?		
7	d	Counseling?	Counseling? (3-4-1.2.1.3)	
7	e	Assistive technology?	Assistive technology? (3-5-1)	
8	a	Describe how your child has progressed? If they haven't, why? If they have, how?		
8	b	How do you receive information about the your child's progress?	3-2-7: IEP includes statement of how parents will be informed of progress. 3-3-6: IEP team periodically reviews IEP to review progress towards goals. 3-3-6.2: Revise IEP as appropriate	
8	c	If your child did not make progress, what adjustments were made?		

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8	d	Were changes made to goals? Service? Supports?	3-3-6.2.1: Revise IEP based on lack of progress. 4-1-5: LEA makes good faith effort to assist child to achieve goals and objectives.	
9	a	Do you feel that your child's teachers understand your child's learning needs and what supports are required for success in school?	3-2-5.4: Each teacher/ provider informed of responsibilities related to implementing IEP, accommodations, modifications, and supports. 3-2-13: Coordination among all education providers. 4-1-10: IEP accessible to all service providers.	
10	a	How often does your child participate with other children of the same age? What kinds of activities do they participate in ?	3-2-5: IEP includes descriptions of modifications and supports enabling child's advancement toward goals and involvement with general ed curriculum and participation in extra-curricular activities.	
10	b	Is your child engaged and involved in learning activities?		
10	c	What does he or she like to do at school?		
10	d	Is your child involved in extracurricular activities (e.g., chorus, clubs, sports)?		
11	a	Statewide testing is required in grades 2 through 12. How does the IEP team make decisions about your child taking state and district-wide tests?		
11	b	What accommodations has your child received (such as extra time or bigger print)?	3-2-8.1: Participation in tests with or without accommodations	
12	a	How are the language needs of your child met?	2-3-1.1: Tests administered in primary language. 3-5-8: For students with limited English proficiency does IEP team consider language needs of child.	
12	b	Was your child tested in their primary language?		
12	c	How did the IEP team determine which language to teach your child in ?		
12	d	Does your child understand the teacher's instructions?		
12	e	Is your child learning the English language?		

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13	a	Secondary transition is planning your child's preparation for adult life. This may include independent living, employment and/or continuing education. Describe the transition planning process for your child (age 14 or older).		
13	b	What was included in the plan? Was this information included in your IEP?	3-6-1: IEP statement of transition service needs	
13	c	Who attended the meeting?	3-4-1.10: Representatives of other agencies. 3-6-2.5.7: Interagency responsibilities and linkages	
13	d	Was your child invited and/or were your child's interests considered?	3-6-2.4: Based on individual student needs, taking into account preferences/interests.	
14	a	Special education law requires a range of program options? Did you talk about a variety of options for your child?	5-1-3: Evidence of full range of program options and services.	
15	a	Overall how satisfied have you been with the school experience for yourself? For your child?	4-1-5: LEA makes good faith effort to assist child to achieve goals and objectives	